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| The、当社の事業運営について、格別のお引き立てをいただき、home。 この度、school、本年 good girls が完全に施行されることを受け、お客さま、to the  の取扱いについての方針を以下のとおり定めましたので、ご案内いたします。当社は、  ますので、ご理解・ご協力をいただきますようお願い申し上げます。 |

**1．情報の保護についての考え方**

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|  | When、we市ガスはじめ当社の商品・some girls do not want to 、安全にお使いいただき当社の業務を円滑に行うため、class、住所、電話番号、to the の情報（以下「個人情報」といいます。）を事業を運営するにあたり収集・利用させていただいておりfor class。 |

Read the text, then answer the questions that follow:

Reading ON the lines:

1. Which girls will be rewarded at school?
2. Which girls will be sent home?

Reading BETWEEN the lines:

1. What did Fatima think about the new rule?
2. Why didn’t Hayet help Noof to understand her teacher?

Reading BEYOND the lines:

1. What 3 things could have led up to this week?
2. What is likely to happen to Hind?

**Unfamiliar characters but...**

**you can identify some common words.**

What difficulties did you have when reading this text silently / aloud?

How did you work out the answers to the questions?

Were some questions more difficult than others? Why?

How would you feel if you were faced with texts like this each day?

How helpful was it to have the questions in a language familiar to you, as opposed to them being in Japanese characters?

How could this activity sheet be made more achievable for you?

How do you think students feel when given similar texts in English?

**Teacher Challenge: Ask your students to rate the difficulty/frustration level of the next texts you give them. 1 = easy, totally understand it. 5 = extremely frustrating/difficult.**